DOCUMENT RESUME

ED 140 564 EC 101 194

AUTHOR Kaplan, Harriet, Comp.; Lloyd, Lyle L., Comp.
TITLE DHEW Research, Service, and Training Programs in Hearing, Speech, and Language: A Summary of Areas of Interest, Funding Mechanisms, Review Processes, and Information Sources.
INSTITUTION National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Research for Mothers and Children.
REPORT NO DHEW-NIH-76-1072
PUB DATE Jun 76
NOTE 67p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Aurally Handicapped; Exceptional Child Services; Federal Aid; *Federal Programs; *Language Handicapped; *Program Descriptions; Resource Guides; *Speech Handicapped

ABSTRACT

Programs of agencies within the Department of Health, Education, and Welfare that support research, training, and clinical service projects in hearing, speech, and language development are reviewed. Information on each program usually includes areas of communication development and disorders specific to each agency; the funding mechanism used by each agency for research, training, and service; the review procedures used by each agency in processing grants, contracts, and fellowships; receipt dates; and the appropriate people to contact (names, office addresses, and telephone numbers). Covered are programs within the following agencies: Public Health Service (National Institutes of Health; Alcohol, Drug Abuse, and Mental Health Administration; Health Services Administration; Center for Disease Control; and Health Resources Administration); Office of Education (Bureau of Education for the Handicapped and Other Formula Grant Programs); and Office of the Secretary (Office of the Assistant Secretary for Human Development). (SBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED140564

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

DHEW
RESEARCH, SERVICE, AND TRAINING PROGRAMS IN HEARING, SPEECH, AND LANGUAGE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
National Institutes of Health

EC 101194

This booklet identifies programs of agencies within the Department of Health, Education, and Welfare (DHEW) that support research, training, and clinical service projects in hearing, speech, and language; sources of additional information are provided. The purpose of the booklet is to guide applicants for support (researchers, administrators, and service personnel concerned with program development) to the appropriate agency.

The information, obtained from the individual agencies, outlines:

- Areas of communication development and disorders specific to each agency
- Funding mechanisms used by each agency for research, training, and service
- Review procedures used by each agency in processing grants, contracts, and fellowships for research, training, and service
- Appropriate contacts giving office addresses and telephone numbers

Persons considering applying for support are strongly urged to discuss their proposals with the appropriate agency before they apply. Such early and informal review will help to determine agency interest and the availability of funds before the formal proposal has been prepared.

We invite the people who use this publication to comment on its accuracy and effectiveness. As programs and personnel listed here inevitably will change, this publication must also change to reflect new decisions and new staffing; contributing agencies will review and revise their entries and your comments about the utility of this booklet are important to any new editions.

Comments may be addressed to Dr. Lyle L. Lloyd, National Institutes of Health, National Institute of Child Health and Human Development, Landow Building, Room C-704, Bethesda, MD 20014, telephone—301-496-1383.

Single copies are available to professionals on request to the NICHD Office of Research Reporting, Landow Building, Room B-806, Bethesda, MD 20014, telephone—301-496-5133. Additional copies may be purchased from the Superintendent of Documents, U.S. Government Printing Office.

DHEW
RESEARCH, SERVICE, AND TRAINING PROGRAMS IN HEARING, SPEECH, AND LANGUAGE

A summary of
areas of interest, funding mechanisms,
review processes, and
information sources.

Compiled by

Harriet Kaplan, Ph.D.,
The Catholic University
of America
Washington, D.C.

and

Lyle L. Lloyd, Ph.D.,
Mental Retardation and
Developmental Disabilities
Branch, NICHD, NIH

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
National Institutes of Health
National Institute of Child Health and Human Development
Center for Research for Mothers and Children

DHEW Publication No. (NIH) 76-1072

June 1976

Contents

	Page
DHEW RESEARCH, SERVICE, AND TRAINING PROGRAMS IN HEARING, SPEECH, AND LANGUAGE	1
PUBLIC HEALTH SERVICE	3
National Institutes of Health (NIH)	3
National Institute of Child Health and Human Development	7
National Institute of Neurological and Communicative Disorders and Stroke	10
National Institute of Dental Research	12
National Institute on Aging	14
National Institute of Environmental Health Sciences	15
Alcohol, Drug Abuse, and Mental Health Administration	17
National Institute of Mental Health	17
Health Services Administration (HSA)	27
Bureau of Community Health Services	27
Indian Health Service	29
Center for Disease Control	31
National Institute for Occupational Safety and Health (NIOSH)	31
Health Resources Administration (HRA)	35
Bureau of Health Manpower	35
National Center for Health Services Research	35
OFFICE OF EDUCATION	37
Bureau of Education for the Handicapped (BEH)	37
Other Formula Grant Programs	49
OFFICE OF THE SECRETARY	53
Office of the Assistant Secretary for Human Development	53
Office of Child Development, Project Head Start	53
Rehabilitation Services Administration (RSA)	54

DHEW Research, Service, and Training Programs in Hearing, Speech, and Language

This booklet describes programs of agencies within the Department of Health, Education, and Welfare (DHEW) that support research, training, and clinical service projects in hearing, speech, and language development. The missions, review processes, and funding mechanisms vary considerably among agencies; professionals may well be confused about where in the DHEW structure to apply for funding.

For example, a clinician interested in developing a demonstration project involving hearing-impaired children might well assume the correct agency to apply to for funding is the National Institute of Child Health and Human Development. Couldn't one assume that hearing impairment in children is a proper subject for an Institute whose very name bears the words "child health"? The appropriate agency turns out to be the Bureau of Education of the Handicapped, Office of Education.

Because just such confusion abounds, we surveyed individual agencies within DHEW with the aim of ascertaining specifically which areas of communication development and disorders concern individual agencies (areas of interest); the funding mechanisms used by each agency for research, training, and service; the review procedures used by each agency in processing grants, contracts, and fellowships; receipt dates; and the appropriate people to contact.

PUBLIC HEALTH SERVICE

NATIONAL INSTITUTES OF HEALTH (NIH)

Five Institutes within NIH fund (or have an interest in) research projects and training in hearing, speech, and language development. They are:

- The National Institute of Child Health and Human Development (NICHD)
- The National Institute of Neurological and Communication Disorders and Stroke (NINCDS)
- The National Institute of Dental Research (NIDR)
- The National Institute on Aging (NIA)
- The National Institute of Environmental Health Sciences (NIEHS)

It is important to keep in mind that these Institutes are concerned with research, and, although a service component may be part of a research proposal, the emphasis is on scientific investigation.

REVIEW PROCEDURE

The review procedure known as "peer review," essentially the same within the five Institutes, is described in the following paragraphs. Deviations from the review procedure will be pointed out when the individual Institutes are discussed.

All research proposals are initially submitted to the Division of Research Grants (DRG) of the Public Health Service (PHS). The function of DRG is to receive all proposals and assign each one to

an appropriate Institute. Proposals related to hearing, speech, and language development or disorders may be referred to:

- One of the National Institutes of Health (NICHD, NINCDS, NIDR, NIA, NIEHS)
- The National Institute of Mental Health (NIMH)
- The National Institute of Occupational Safety and Health (NIOSH)
- Another agency within the Health Services Administration

As soon as the research proposal has been assigned, it is also submitted to an appropriate peer review group (committee or study section). The peer review group may exist within DRG or within the assigned Institute, depending on the nature of the research proposal. All study sections and committees are composed of professionals, highly regarded in specific research areas. These individuals, known as "peer reviewers," are not Government employees.

The function of the study section is to review the scientific merits of each research proposal. The executive secretary of the study section or committee, a Government employee, appoints at least two primary reviewers and possibly one or more ad hoc reviewers ("outside" specialists who are not regular members of the initial peer review group) for each proposal. The primary reviewers evaluate assigned proposals in depth and report to the study committee. An on-site visit may be scheduled at the discretion of the primary reviewers and the executive secretary. The entire study section or committee meets three times a year to discuss and act on the various proposals reviewed. Each proposal is approved, disapproved, or deferred pending further information. Each accepted proposal is rated on a scale of 1 to 5. The Institutes then use these ratings to develop a rank ordering of applications approved on the basis of scientific merit, the major factor in determining the funding.

The national advisory councils provide a second level of review. They consist of nongovernmental scientists and lay people representing concerned interest groups. The council has the power to change the rank order of projects, but exercises this power infrequently and then only in terms of broad program relevance. Following council action, all proposals are referred to the Institute staffs for appropriate handling. Although the Institute staff may adjust the funding *order* of approved grants, it *cannot* fund anything that has not been approved by its advisory council.

PROGRAM ADMINISTRATION

Within each Institute, there are certain staff members responsible for specific program areas. The applicant is encouraged to consult the staff of what he believes is the appropriate Institute before submitting a proposal. This staff can advise a prospective applicant on whether or not he is submitting his proposal to the proper agency. An applicant may contact several agencies when in doubt.

The agencies' staffs confer with one another to determine which is most appropriate for a given proposal. The executive secretary will occasionally offer a presubmission review of an initial proposal draft to assist with the mechanics of preparation and technical detail.

In addition to conferring with prospective researchers, the NIH staff:

- Communicates the needs and interests of the agency to the scientific community (e.g., conferences, publications, etc.)
- Promotes research in areas that require investigation by submitting requests for proposals (RFP's)
- Provides for a critique of the results (after completion of the review process)

If a project is funded, one of the staff members may become the project officer with whom the principal investigator maintains contact. The project officer may also make informal site visits during the course of larger research projects.

As each agency and Institute is discussed throughout this directory, the name, address, and telephone number of the appropriate person to contact will be given, as well as the deadlines for submitting applications (receipt dates).

Grants or contracts may be awarded for periods ranging from 1 to 5 years. The principal investigator may apply for renewal of the grant when the period of recommended support nears termination. If a grant is awarded for 5 years, generally, a full review is conducted during the third or fourth year of funding should renewal be desired.

TRAINING GRANT PROGRAMS

On July 12, 1974, the President signed into law the National Research Service Award Act, which provides for awards both to postdoctoral individuals and to non-Federal Public or nonprofit

private institutions for predoctoral and postdoctoral research training.

Twenty-five percent or more of the amount appropriated must be awarded directly to individuals. Awards are not to exceed 3 years, and are usually made for 1 to 2 years. A postdoctoral applicant must arrange to be sponsored by an institution that can provide suitable research training. The applicant, together with the sponsor, must develop a research training program that is submitted to DRG to be assigned for review and to the appropriate Institute for followup.

Applications are available from the Division of Research Grants, National Institutes of Health, Bethesda, MD 20014, or from the Grants Management Branch, National Institute of Mental Health, Rockville, MD 20852. Information concerning deadlines also may be obtained from these sources.

An award may be activated during the 12-month period following the date on the notice of acceptance. Awards cover stipends and allowances to the trainee and payment to the sponsoring institution for the cost of support services. The amount of the stipend is determined by the applicant's number of years of relevant postdoctoral experience at the time the award is made.

Applications for postdoctoral training are reviewed in the same manner as are research proposals. Evaluation of individual applications is based on past academic and research records, the research training proposal, the sponsor and training environment, and the applicant's research goals. Evaluation of institutional applications is based on qualification of participating faculty, the proposed research training objectives and program design, facilities available, and the relevance of proposed program goals to research training needs as defined by the specific Institute.

The Institutes grant National Research Service Awards only in those areas specified as having a need for research personnel. The areas of interest to each agency will be discussed in the appropriate section. If a candidate is in doubt as to the applicability of a research proposal, it is well to contact the appropriate person (as detailed in the material that follows) for clarification.

The National Research Service Award Act has a payback provision applicable to all recipients, regardless of whether the award was made to an individual or to an institution. For each year of Federal support, the grantee is obligated to spend 12 months in health-related research or teaching. If such employment is not possible, alternative service can be arranged in a health-related activity approved by the Secretary of Health, Education, and Welfare.

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT

Areas of Interest

The mission of NICHD is to help assure the good health of all citizens through efforts to understand biological and behavioral factors related to:

- Child health
- Maternal health
- Family planning
- Human development

The Institute employs grant support, creates and supports special research facilities and resources, and provides contract support of research to accomplish its specified goals.

The Institute supports fundamental research and research training in hearing, speech, and language development or disorders as part of its overall research efforts in the area of child health. Two of the Institute's branches, the Growth and Development Branch and the Mental Retardation Branch, have major interests in this field.

The Growth and Development Branch is concerned with the period from infancy through adolescence to maturity, and conducts hearing, speech, and language programs through support of fundamental research. The emphasis in these programs is primarily on normal development processes and functions, but studies of certain communicative disorders and special learning disabilities are of interest.

The Mental Retardation Branch funds studies on hearing, speech, and language disorders relating to mental retardation and developmental disabilities, which include cerebral palsy, epilepsy, and autism. This research covers detection, diagnosis, and remediation.

NICHD provides research project grants to public and private institutions and individuals in the field of child health and human development. It also provides institutional training grants, individual fellowships, and career development awards to prepare researchers to work in these fields. These programs are administered under authority of Title IV of the Public Health Service Act, Public Law 87-838 and Public Law 88-164, which provides assistance in combating mental retardation.

Areas of interest include:

- The speech process and the speech code
- Language acquisition—critical developmental periods
- Reading and reading disorders
- Verbal learning, memory, and intellectual development
- Second-language learning and its relationship to the origins of language
- Role of communication between mother and child in the growth and development of the child
- Adolescence, including the speech, language, and thought processes characteristic of this age group
- Language and communication development of the deaf, mentally retarded, and other developmentally delayed individuals
- Assessment and intervention of communicative disorders of the mentally retarded

Multidisciplinary or interdisciplinary programs involving the biomedical and/or behavioral social sciences in these areas are preferred.

Funding Mechanisms

NICHD uses both grants and contracts. There are three types of grants that an applicant may apply for:

Regular research grants usually involve one major investigator and a narrowly defined study. They are awarded to an institution in the name of one or more individuals for a discrete, specified project. Proposals are reviewed by study sections of DRG.

Program project grants are defined as multifaceted or multidisciplinary research usually conducted by two or more experienced investigators. Although it is possible for a program project to have one principal investigator supervising a number of interrelated projects, that arrangement is uncommon and is less likely to get funded. This grant supports a basic science team for a comprehensive, long-term program of research.

Center core grants provide support for NICHD research centers. For example, the Mental Retardation Branch supports 12 centers with core grants. Core support includes administrative costs; funding for resources such as common use equipment, technical personnel, and laboratory facilities; and new program development.

These centers include broadly based programs involving medical schools, other graduate schools, and basic biological and behavioral science departments; focused programs in the behavioral sciences; and focused programs in the biological sciences.

The Division of Research Grants decides whether a proposal is categorized as a program project or center core, or as regular research. If it is classified as regular research it is assigned to a DRG study section; otherwise, it is assigned to an Institute committee for initial scientific review.

Although the grant mechanism is the primary funding mechanism used, contracts are let in specific areas needing investigation. Announcements are made requesting grant and contract proposals in:

- The *NIH Guide for Grants and Contracts*
- The *Commerce Business Daily*—the major source of contract information for all agencies of HEW
- Major professional journals

In addition, all agencies within DHEW maintain mailing lists. It is recommended that all prospective applicants for funding be familiar with, and have access to, these sources.

Receipt Dates

Receipt dates for submitting applications for new research projects are: March 1, July 1, November 1. Deadlines for renewal and supplemental proposals are: February 1, June 1, and October 1. The NICHD Advisory Council meets three times a year.

Contacts

Growth and Development Branch

Dr. James F. Kavanagh
Room C712, Landow Building
Bethesda, MD 20014
Telephone—301-496-5575

Mental Retardation Branch

Dr. Lyle L. Lloyd
Room C704, Landow Building
Bethesda, MD 20014
Telephone—301-496-1383

NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE

Areas of Interest

The NINCDS is divided into four program areas:

- Fundamental neuroscience
- Neurological disorders
- Stroke and trauma
- Communicative disorders, including all sensory disabilities, as well as otolaryngology

Since most applications have been submitted in the areas of audiology and otolaryngology, more applications are sought in the area of language disorders. However, despite the interest in language disorders, no funds are specifically earmarked for this area; all proposals are judged on scientific merit.

The emphasis at NINCDS is on *disorders* while the emphasis at NICHD, excepting *mental retardation*, is on *normal development*.

Individual Research Training Awards are being given for proposals in the following areas:

- Hearing, including the structures of the ear
- Equilibrium
- Hearing, speech, and language disorders
- Sensory physiology and biophysics

Funding Mechanisms

Like NICHD, both grants and contracts are used. The kinds of grants awarded are:

- Research project grants, which are comparable to the regular research of NICHD
- Research program project grants, which are comparable to the program projects of NICHD
- Clinical research center grants, which do not have NICHD counterparts. These grants support a clinical and a basic science team for a comprehensive long-term program of

research in a clinical problem area. They are similar in scope to the research program project grants but differ in that the clinical center programs deal with applied research, while the NINCDS research program projects deal with basic research, generally animal research. These proposals are also reviewed by appropriate Institute committees.

- Outpatient research unit grants support clinical research teams which may include basic scientists focusing on a specific disorder. This program is less broad in scope than the clinical research center grant or the center core program of NICHD.

Research program projects and clinical research center grants are usually awarded for a 5-year period. The programs are reviewed during the third or fourth year and may be renewed for additional periods of up to 5 years. Outpatient research unit and regular research project grants are usually awarded for an initial period of 3 years. The programs are reviewed during the second year and may be renewed for additional periods of up to 3 years.

In addition to the individual and institutional National Research Service Awards, NINCDS has a Teach-Investigator Award. This is a most prestigious award and must be applied for within 6 years of completion of the doctorate. A maximum of five such awards are granted annually and only to individuals considered to be outstanding scholars. Applicants must be affiliated with a university and have teaching and research programs for the period of funding. Recipients of awards are encouraged to study at a university other than their home institution in order to increase the depth and breadth of their background.

The grants and fellowship programs at NINCDS are administered under Public Law 81-692 which established the Institute for research on neurological diseases and blindness. Contracts are administered under authority of Public Law 75-244, as amended.

Ninety percent of all extramural funding goes to grants. In 1974 approximately one-third of the grant funding was used for program projects and clinical research center grants; the remaining two-thirds of the funds were used for individual research projects. At present, 10 percent of extramural funding is used for contracts. Contracts are let in those areas not adequately covered by grants.

Receipt Dates

Receipt dates for submitting applications for new research projects are March 1, July 1, November 1.

Contacts

Communicative Disorders Program

Dr. Wesley H. Bradley
Room 8A11, Building 31A
Bethesda, MD 20014
Telephone—301-496-1804

Dr. Christie Ludlow
Room 4A23, Building 36
Bethesda, MD 20014
Telephone—301-496-5061

Communicative Disorders Review Committee

Dr. David G. Hanson
Room 7A11, Westwood Building
5333 Westbard Ave.
Bethesda, MD 20014
Telephone—301-496-9223

NATIONAL INSTITUTE OF DENTAL RESEARCH

Areas of Interest

Funded research ranges from basic research to clinical evaluation, but clinically oriented studies are given higher priority. Craniofacial anomalies have been identified as an area in which there is a special need for research under the National Research Service Award program; speech and hearing problems related to other disorders are not considered high-priority areas.

Research priorities include:

- Speech and hearing problems associated with craniofacial anomalies, including cleft palate
- Malocclusion

Basic research is not a top priority, but there is a desire for studies on both normal and abnormal anatomical and physiological development and the relationship of such development to craniofacial anomalies and speech problems.

NIDR administers its grants and contracts under the National Dental Research Act, Title III, of Public Law 755, which was passed in June 1948 establishing the Institute. Most of the funding in speech and hearing is accomplished through the program project mechanism; two-thirds of the money awarded to projects in speech pathology involve program projects. There are four cleft palate centers and one program project in New York City dealing with maxillofacial anomalies other than cleft palate.

Funding Mechanisms

The grant mechanism is used almost exclusively in funding communication-related research. The only contract recently let was to the American Speech and Hearing Association to determine the status of research in cleft palate. The following types of grants for research and research training are used:

- Regular research grants, similar to NICHD and NINCDS
- Program project grants, similar to NICHD and NINCDS
- National Research Service Training Awards, similar to NICHD and NINCDS
- Special grants

There is a Special Dental Research Award Program for research related to dentistry. The applicant must have received his doctorate no more than 4 years before applying for the grant. The awards are for up to 3 years, with renewals possible only under exceptional circumstances. Funds can be used for equipment, supplies, or for salaries for technicians, other support personnel, or the principal investigator. Funds may not be used for thesis research. The amount of the stipend cannot exceed $10,000.

Applications can be obtained from Extramural Programs, NIDR, NIH, Westwood Building, Bethesda, MD 20014.

All grants and contracts in hearing, speech, or language are made through the Craniofacial Anomalies Program. Review procedures follow the NIH peer review system. See pp. 3-4.

Receipt Dates

Receipt dates for submitting applications for new research projects are: March 1, July 1, and November 1. Deadlines for renewals are: February 1, June 1, and October 1.

Contact

Craniofacial Anomalies Program

Dr. Richard L. Christiansen
Room 520, Westwood Building
5333 Westbard Ave.
Bethesda, MD 20014 Telephone—301-496-7807

NATIONAL INSTITUTE ON AGING

Areas of Interest

The National Institute on Aging currently has no active grants or contracts in the area of hearing, speech, or language. However, NIA's mission is to conduct and support research related to the aging process, and special problems of the aging population would logically include presbycusis and other possible changes in hearing with age. Of particular interest would be:

- The relationship between hearing losses and social functioning
- The loci of age-related hearing losses
- The prevalence and severity of various aspects of hearing loss with age

Funding Mechanisms

The funding mechanisms of the newly established National Institute on Aging include grants and contracts and the review procedure is essentially the same as in the other Institutes. The Institute was established under the Aging Research Act of 1974, Public Law 93-296. It will administer its grant and contract programs under authority of that Act and the Public Health Service Act, Public Law 78-410, as amended.

Receipt Dates

Receipt dates for submitting applications for new research projects are: March 1, July 1, and November 1.

Contact

Dr. Walter Spieth
Room A709, Landow Building
7910 Woodmont Ave.
Bethesda, MD 20014
Telephone—301-496-1033

NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES

Areas of Interest

The National Institute of Environmental Health Sciences funds basic research on the effects of noise and ototoxic drugs on physiological mechanisms. There is no specifically stated priority in communication.

Funding Mechanisms

Funding mechanisms include grants and contracts, and the review procedures are essentially the same as for the other Institutes. (See pp. 3-4.)

Receipt Dates

Receipt dates for submitting applications for new research projects are: March 1, July 1, and November 1.

Contact

Dr. Cobert LeMunyan
Extramural Programs
P.O. Box 12233, NIEHS
Research Triangle Park, NC 27709
Telephone—919-549-8411, Ext. 3353

ALCOHOL, DRUG ABUSE, AND MENTAL HEALTH ADMINISTRATION

NATIONAL INSTITUTE OF MENTAL HEALTH

The National Institute of Mental Health is not part of the National Institutes of Health, but together with the NIH is a part of the Public Health Service. The review procedure is essentially the same as that used by NIH. (See p. 3.) The Division of Research Grants (DRG) assigns appropriate proposals to NIMH and to the appropriate program within NIMH. With both Institutes, funding decisions are made on the bases of scientific merit and relevance to the mission of the Institute. The NIMH administers its program under the National Research Act, Public Law 93-348, and the Public Health Service Act.

General areas of NIMH-supported research pertaining to communication include studies of behavior and certain physiological conditions as they relate to:

- Mental deficiency of both an organic and a functional nature
- Psychological effects of, and the adjustment problems related to, any physical or sensory disorder where the focus is on basic psychological processes rather than on the care and treatment of such patients
- Studies of psychological processes in humans and animals such as learning, memory, and intelligence
- Language, communication, and speech as forms of behavior

Funding Mechanisms

Both grants and contracts are used by the various divisions of NIMH; however, the grant mechanism is used primarily. There are several types of grants:

- Regular research grants are similar to regular research grants of NIH. When appropriate, such grants may be used to support the costs of conferences.

- Program project grants provide support for a program of research which is usually interdisciplinary, consisting of several projects with a common focus. Such grants may be used to support a clinical research center.
- Special grants are initiated by NIMH staff to meet needs in areas lacking adequate research. Proposals submitted in response to such solicitation undergo the same peer review as other types of grant proposals. However, NIMH staff personnel maintain especially close liaison or direct collaboration with investigators awarded special grants.
- Small grants are principally intended for newer, less experienced investigators, those in small colleges, and others who do not have means of support. These grants are limited to a period of 1 year or less, are nonrenewable, and are limited to a maximum of $6,000 for the direct costs of conducting research plus appropriate indirect costs. They are intended for pilot studies, or exploration of unusual research opportunities, but not for thesis or dissertation research. Approximately 5 months should be allowed from submission of the application to the desired starting date of the small grant.
- Training grants are available for research and clinical personnel, but 90 percent of all funding goes to training centers and educational organizations which train mental health personnel. Such programs include psychiatry, psychology, social work, and psychiatric nursing, but not speech and hearing.

The National Research Service Award Act of 1974 applies to NIMH as well as to NIH. Predoctoral and postdoctoral fellowships can be awarded, but the emphasis is on postdoctoral awards. In the past there has been support of fellowships in some aspects of auditory research relating to auditory perception, cochlear mechanisms, and auditory physiology as they affect behavior. The priority in research training is in behavioral research as related to mental health.

Areas of Interest

Priorities at the National Institute of Mental Health include:

- Research with children, including language development, psycholinguistics, and animal studies involving language systems

- The major mental disorders of schizophrenia and the depressions
- Problems of aging
- Crime and delinquency
- Mental health of minority groups

These priorities are maintained in all programs.

Programs supporting research of communication disorders are administered by several branches within NIMH.

APPLIED RESEARCH BRANCH

Areas of Interest

The Applied Research Branch supports applied research projects in the areas of juvenile and social problems. Areas of special interest include problems of socially and economically deprived children and youth with particular emphasis on:

- Early child care
- Intellectual stimulation and cultural enrichment
- Early identification of emotionally disturbed or culturally deprived children
- Intervention techniques and services to adolescents
- Mental health aspects of social problems, social systems, program evaluation methods, research utilization processes, mental retardation, and aging

Funding Mechanisms

See pp. 17-18.

Receipt Dates

Applications must be submitted by March 1, July 1, or November 1. Such applications will be considered for projects beginning the following October 1, February 1, or June 1, respectively.

Contacts

All areas

Mr. Edward Flynn
Room 10-99, Parklawn Building
5600 Fishers Lane
Rockville, MD 20952
Telephone—301-443-3566

Juvenile problems and language stimulation

Dr. Teresa Levitin
Room 10-99, Parklawn Building
Telephone—301-443-3566

Social problems

Dr. Herbert H. Coburn
Room 9C14, Parklawn Building
Telephone—301-443-4843

BEHAVIORAL SCIENCES RESEARCH BRANCH

Areas of Interest

The Behavioral Sciences Research Branch supports research projects in:

- Neuropsychology and psychobiology, including neuropsychology of aphasia which is concerned with relationship between behavior and site of lesion
- Experimental psychology, including learning therapy, verbal learning, conditioning, memory, perceptual processes, and comparative animal-human behavior
- Personality motivation, and cognitive processes, including psycholinguistics
- Social psychology, including nonverbal communication

Funding Mechanisms

See pp. 17-18.

Receipt Dates

Applications must be submitted by March 1, July 1, or November 1. Such applications will be considered for projects beginning the following October 1, February 1, or June 1, respectively.

Contacts

Neuropsychology and psychobiology, including neuropsychology of aphasia

Dr. Josephine Semmes
Room 10C-06, Parklawn Building
5600 Fishers Lane
Rockville, MD 20952
Telephone—301-443-3942

Experimental psychology

Mr. George Renaud
Room 10C-06, Parklawn Building
Telephone—301-443-3942

Personality, motivation, and cognitive processes

Dr. Niles Bernick
Room 10C-06, Parklawn Building
Telephone—301-443-3942

Social psychology

Mrs. Joyce Lazar
Room 10C-95, Parklawn Building
Telephone—301-443-3936.

CLINICAL RESEARCH BRANCH

Areas of Interest

The Clinical Research Branch stimulates and supports clinical research designed to increase knowledge and improve methods of diagnosis, treatment, and prognosis of mental illness. Included is clinical research with emphasis on childhood psychopathology and language problems, such as aphasia, and "training" autistic children

to use language and other symbolic means of communication. The Psychotherapy and Behavioral Intervention Section of the Clinical Research Branch supports research in behavior therapy and psychotherapy.

Funding

See pp. 17-18.

Receipt Dates

Applications must be submitted by March 1, July 1, or November 1. Such applications will be considered for projects beginning the following October 1, February 1, or June 1, respectively.

Contacts

Childhood psychopathology and language problems

Dr. Hussain Tuma
Room 10C-24, Parklawn Building
5600 Fishers Lane
Rockville, MD 20952
Telephone—301-443-4525

Behavior therapy and psychotherapy

Dr. Morris P. Parloff
Room 10C-24, Parklawn Building
Telephone—301-443-4525

DIVISION OF SPECIAL MENTAL HEALTH PROGRAMS

A. Center for Minority Group Health Programs

Areas of Interest

This group funds research proposals concerning communication of minority groups.

Funding Mechanisms

See pp. 17-18.

Receipt Dates

Applications must be submitted by March 1, July 1, or November 1. Such applications will be considered for projects beginning the following October 1, February 1, or June 1, respectively.

Contact

Dr. Mary Harper
Room 6-103, Parklawn Building
5600 Fishers Lane
Rockville, MD 20952
Telephone—301-443-3724

B. Community Mental Health Services

Areas of Interest

The community mental health center is a comprehensive program of coordinated mental health services provided for the residents of a defined area. It is possible for speech and hearing services to be offered either in a community mental health facility or in a mental hospital setting funded by NIMH. Hospital improvement grants are available to initiate or upgrade clinical and rehabilitation programs for all patients or for special patient groups, such as long-term chronic patients, children, or geriatric patients. Although funding through the Division of Mental Health Service Programs is primarily service oriented, research projects can be a component.

The staffs of the regional offices provide professional and technical assistance to regional, State, and community agencies, and participate in the review of State mental health programs and plans.

Funding Mechanisms

Community mental health services are funded through formula grants-in-aid which are provided through 10 Mental Health Regional Offices.[1]

---

[1] The 10 regional offices and the areas they serve are: *Region 1*—Boston. Serves Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont. *Region 2*—New York. Serves New York, New Jersey, Puerto Rico, Virgin Islands. *Region 3*—Philadelphia. Serves Delaware, D.C., Maryland, Pennsylvania, Virginia, West Virginia. *Region 4*—Atlanta. Serves Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee.

Receipt Dates

Since funding is done through the State agencies, State representative should be contacted for appropriate receipt dates.

Contacts

Local applicants wishing to share in State allotments should contact their State mental health agency or the Associate Regional Health Director for Mental Health. To obtain the names of the appropriate people, contact:

Dr. Frank M. Ochberg
Acting Director, Service Programs, NIMH
Parklawn Building
5600 Fishers Lane
Rockville, MD 20952
Telephone—301-443-3606

SMALL GRANTS SECTION

Areas of Interest

The Small Grants Section funds research of appropriate scope in any of the above-mentioned areas except for the community mental health services program. This section is concerned with grants of $6,000 or less for projects conducted by newer, less experienced investigators.

Funding

See pp. 17-18.

Receipt Dates

There are no receipt dates for small grant applications, except that applications for summer support must be received by February 1.

Region 5—Chicago. Serves Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin. *Region 6*—Dallas-Fort Worth. Serves Arkansas, Louisiana, New Mexico, Oklahoma, Texas. *Region 7*—Kansas City. Serves Iowa, Kansas, Missouri, Nebraska. *Region 8*—Denver. Serves Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming. *Region 9*—San Francisco. Serves Arizona, California, Hawaii, Nevada. *Region 10*—Seattle. Serves Alaska, Idaho, Oregon, Washington.

Contacts

Dr. Stephanie Stolz
Room 10C-14, Parklawn Building
5600 Fishers Lane
Rockville, MD 20952
Telephone—301-443-4337

DIVISION OF TRAINING AND MANPOWER

Areas of Interest

See pp. 18-19.

Funding

The Division funds training grants for research and clinical personnel and administers the National Research Service Award Act of 1974.

Receipt Dates

Applications must be submitted by March 1, July 1, or November 1. Such applications will be considered for projects beginning the following October 1, February 1, or June 1, respectively.

Contacts

Dr. William Denham
Room 8-101, Parklawn Building
5600 Fishers Lane
Rockville, MD 20952
Telephone—301-443-4257

Dr. Rhetaugh Dumas
Room 8-101, Parklawn Building
Telephone—301-443-4257

Mrs. Jane Perry
Room 8-95, Parklawn Building
Telephone—301-443-1299

Dr. Stanley Schneider
Room 9C23, Parklawn Building
Telephone—301-443-3536

Dr. Robert Czeh
Room 9C23, Parklawn Building
Telephone—301-443-3536

HEALTH SERVICES ADMINISTRATION (HSA)

BUREAU OF COMMUNITY HEALTH SERVICES

Areas of Interest

The Office of Maternal and Child Health of the Bureau of Community Services is concerned with communication disorders of children up to the age of 21. Services may include:

- Case finding, diagnosis, and treatment including hospitalization and after-care
- Medical and surgical treatment
- Speech pathology and audiology services
- Hospitalization
- Other health care including hearing aids

In addition, funding is available for research and training.

Funding Mechanisms

Funds for Maternal and Child Health and Crippled Children's Services are made available to State health departments and to State crippled children's agencies under provisions of Title V, Social Security Act. Title V is a grant-in-aid program (formula grant program) in which the responsibility for services is at the State and local level. In at least 45 States the program is sufficiently extensive that there is a State director of speech and hearing services in either, or both, the State health department or crippled children's service.

The research focus of the Office of Maternal and Child Health is on the delivery of health services to mothers and children. Both regular research grants and program project grants are awarded. Proposals must be concerned with outcomes which have a perceivable

clinical application to the service programs supported under Title V legislation.

Long-term training grants have been made to a limited number of speech pathology and audiology departments, primarily those in which the academic department is integrated into a medical center. Speech pathology and audiology training is supported as a part of the grants made available to university-affiliated centers and to a number of other projects which are concerned with multidisciplinary centers. In addition, short-term training grants are available to support training conferences and institutes.

Funding for research and training is made directly to grantees on the basis of proposals which are reviewed both by the agency staff and by reviewers outside the agency. Proposals are reviewed by a panel of nongovernmental professional peers. The panel recommends to the director proposals that merit approval and the desirable amount of funding for each. For information and application forms for research and training proposals, contact the Director of the Division of Clinical Services.

Receipt Dates

Contact Dr. Harrington. (See next item.)

Contact

Dr. Donald A. Harrington
Chief, Speech and Hearing Section
Division of Clinical Services
Bureau of Community Health Services
Health Services Administration
Room 7-44, Parklawn Building
Rockville, MD 20852
Telephone--301-443-4028

APPALACHIAN HEALTH DEMONSTRATION PROGRAM

Areas of Interest

This program provides support for service and demonstration projects in speech and hearing, including funds for clinical training programs. The focus is on problems of the Appalachian region and priorities for the use of funds are set at the State level.

Contact

Mr. William S. Beacham
Room 607, Parklawn Building
5600 Fishers Lane
Rockville, MD 20852
Telephone—301-443-1169

INDIAN HEALTH SERVICE

This program funds research, training, and service projects relating to problems of American Indians, such as hearing impairment.

Contact

Dr. Joseph Stewart
2701 Frontier Avenue, N.E.
Albuquerque, NM 87131
Telephone—505-277-4621 or 4718

Mr. Donald A. Swetter
Room 5A12, Parklawn Building
5600 Fishers Lane
Rockville, MD 20852
Telephone—301-443-4246

CENTER FOR DISEASE CONTROL

NATIONAL INSTITUTE FOR OCCUPATIONAL SAFETY AND HEALTH (NIOSH)

NIOSH administers its programs under authority of the Federal Coal Mine Health and Safety Act of 1969, Public Law 91-173, and the Occupational Safety and Health Act of 1970, Public Law 91-591, the latter of which established the Institute under the Center for Disease Control and DHEW. The Institute uses both grant and contract mechanisms in its research undertakings. Laboratory and field investigations are encouraged in all pertinent areas of concern to the agency. In-house research, initiated by professional staff, can be implemented through contract activities. Such procurements are advertised in the *Commerce Business Daily*.

Areas of Interest

NIOSH is concerned with all noxious agents in the workplace having potentially deleterious effects on the worker's safety and health. The Institute's major responsibility is to develop criteria and recommended standards for the control of such hazards. In this regard, NIOSH published in 1972 a criteria document on occupational noise exposures which included provisions for a new Federal regulation governing exposures to occupational noise. Present work consists of:

- Validating the adequacy of proposed allowable noise limits for various types of workplaces in terms of prevention of health problems other than auditory
- Surveying the adequacy of industrial audiometric programs
- Compositing available information on noise control technology
- Testing and certifying instrumentation for rating workplace noise conditions and exposures

NIOSH noise research is primarily carried out by the Physical Agents Branch in the Division for Laboratories and Criteria Development. This group conducts noise and hearing surveys in different industries, develops new and refined techniques for noise and hearing measurement, characterizes the effects of noise on the auditory system, collates information on noise reduction techniques applicable to industrial noise sources. The Behavioral and Motivational Factors Branch in the Division of Laboratories and Criteria Development is concerned with the extra-auditory effects of workplace noise of consequence to worker health and safety. Pertinent investigations here include the effects of noise-induced stress on accident potential. The NIOSH Testing and Certification Laboratory also performs routine specifications tests of noise-measuring equipment and ear protectors. NIOSH also conducts training courses on aspects of industrial noise problems and their control.

Funding Mechanisms

All grant applications are initially sent to the Division of Research Grants, PHS, and those proposals relating to occupational safety and health are referred to NIOSH. Referred proposals are reviewed by a NIOSH study section composed of peer reviewers, mostly from the academic community. Each approved proposal is given a priority rating based on scientific merit and funded according to rank.

All proposals also receive an in-house review by NIOSH staff based on relevance to Institute mission and technical merit. Budgetary items are also evaluated and study section recommendations may be modified during this review.

Each contract bid is reviewed by three or more NIOSH staff members according to criteria published in the Request for Proposals (RFP). This initial review is based only on scientific and technical merit, not on cost factors.

Those bids considered to be "totally acceptable" and "conditionally acceptable" are then reviewed for cost factors. A contract award is based on a combination of scientific merit and cost factors.

Receipt Dates

Receipt dates for submitting grant proposals are: March 1, July 1, and November 1. Contact bid deadlines are listed in the RFP's.

Contacts

Contracts

Dr. Alexander Cohen
Behavioral and Motivational Factors Branch
1014 Broadway
Cincinnati, Ohio 45202
Telephone—513-684-2331

Dr. Terry Henderson
Physical Agents Branch
1014 Broadway
Cincinnati, Ohio 45202
Telephone—513-684-3540

Grants

Dr. Alan Stevens
Behavioral and Motivational Factors Branch
P.O. Building
Cincinnati, Ohio 45202
Telephone—513-684-2163

HEALTH RESOURCES ADMINISTRATION (HRA)

BUREAU OF HEALTH MANPOWER

DIVISION OF ASSOCIATED HEALTH PROFESSIONS

Areas of Interest

The Division of Associated Health Professions, one of four operating divisions of the Bureau of Health Manpower, HRA, is concerned with problems of education and utilization of health manpower.

Contact

Mr. Thomas D. Hatch, Director
Room 3C-02, NIH Building 31
Bethesda, MD 20014
Telephone—301-496-6975

NATIONAL CENTER FOR HEALTH SERVICES RESEARCH

Areas of Interest

The National Center for Health Services Research is concerned with problems of health care delivery.

Funding Mechanisms

It will award grants for the development of systems to evaluate the quality of programs and effectiveness of patient care.

Receipt Dates

Receipt dates for submitting grant proposals are: March 1, July 1, and November 1.

Contact

Dr. Gerald Rosenthal
Room 15-05, Parklawn Building
5600 Fishers Lane
Rockville, MD 20852
Telephone—301-443-2770

DIVISION OF LONG TERM CARE

Areas of Interest

The Division of Long Term Care is concerned with health problems of the geriatric population which, of course, include speech and hearing problems. In February 1975, the Division sponsored a workshop on presbycusis in order to discuss ways to educate the community and providers of long-term care services to meet the rehabilitative needs of this population.

The Division sponsors regional long-term care education centers in the 10 HEW regions for purposes of developing programs for long-term health care.

Receipt Dates

Contact Mrs. Bernice Harper. (See next item.)

Contact

Mrs. Bernice Catherine Harper
Room 11A-33, Parklawn Building
5600 Fishers Lane
Rockville, MD 20852
Telephone—301-443-1376

OFFICE OF EDUCATION

BUREAU OF EDUCATION FOR THE HANDICAPPED (BEH)

The BEH is the division of the Office of Education most involved with the funding of research, training, and service in speech, hearing, and language as they relate to handicapped children. The various programs within the Bureau function under Public Law 91-230, which is the Education of the Handicapped Act.

The Bureau is divided into four areas:

- The Division of Innovation and Development includes the Program Development Branch which is concerned with demonstration programs for early childhood, the Research Projects Branch, and the Learning Disabilities Program Development Branch.
- The Division of Personnel Preparation funds training programs.
- The Division of Assistance to States is concerned with formula grants to States.
- The Division of Media Services funds media development.

DIVISION OF INNOVATION AND DEVELOPMENT (DID)

Program Development Branch

Areas of interest

The mission of the Program Development Branch is to assist in the development of experimental preschool and early education programs which incorporate basic principles of child growth and development. The population to be served consists of children from birth to the age at which a child would normally complete third

grade. Programs may be funded that serve a limited number of children beyond third-grade age if such children are functioning at a low intellectual level. A program may serve a single handicap or a variety of handicaps.

Desirable programs should contain activities to:

- Facilitate development of children
- Encourage family participation
- Disseminate information to the community

Funded programs coordinate with similar activities in the schools of the served community as well as with State and local educational agencies. After 3 years of funding by BEH, it is anticipated that the service demonstration program will be taken over by local funding. BEH will then provide additional funding for outreach activities which involve the propagation of similar programs within the community by the agency which developed the prototype program.

The Division's program priorities are:

- Programs for high-risk infants. It is desirable for such programs to have preventive, diagnostic, and therapeutic aspects.
- Programs for the severely handicapped
- Programs for handicapped children who are also socioeconomically disadvantaged
- Programs involving integrated day care and mainstreaming
- Programs serving rural areas

In addition, the Division attempts to distribute funding in as wide a geographical area as possible.

Funding Mechanisms

Although both grants and contracts are used, grants are the principal mechanism for funding. The following types of grants are available: new program grants, continuation grants, outreach grants, and special related grants. Continuation grants are awarded after a new program has been in existence for a year. After the first year of funding, a request for continuation of funding and an annual report must be submitted. Outreach grants are used to extend a successful program to other settings. Special related grants are for technical

assistance programs, evaluation programs, or development of public relations. An example of such a grant is the Technical Assistance Development System (TADS), which provides technical assistance to the various funded demonstration programs. Some projects, such as Head Start, are jointly funded with other agencies.

Eligible applicants are public agencies and private nonprofit organizations.

The interest of the Program Development Branch is in service demonstration programs; research activities may form a part of the program but are not specifically funded as such.

Presently, the program emphasis is toward increasing the percentage of funding for outreach programs.

Review Procedures

Each proposal is reviewed by at least two people selected from fields of special education and child development. If the two reviewers disagree on evaluation of the proposal, a third reviewer reads it. All critiques are done by mail; there is no review panel. After all reviews are returned to BEH, the top 40 or 50 are read by the staff who make final decisions on which to approve. All approved proposals are funded for 1 to 3 years.

Annual progress reports are required. Site visits are usually made for continuation programs, but not usually for proposals under review. All new applications must be approved by the appropriate State's department of special education.

Receipt Date

The receipt date is usually in the fall and applicants are advised of the specific date by staff.

Contacts

Dr. Paul Ackerman
Ms. Sheila Friedman
Ms. Jane DeWeerd
Bureau of Education for the Handicapped
U.S. Office of Education
Room 2036, GSA Building
Washington, D.C. 20201
Telephone—202-245-9722

Research Projects Branch

Areas of Interest

The Research Projects Branch is concerned with applied research on education of the handicapped. A decision on whether a project is applied research is made by the commissioner according to the following criteria: Whether the project is a direct effort to solve some critical educational problem; or whether it will directly influence performance of handicapped children or personnel dealing with them. Activities may include experimental research, information dissemination, curriculum and media development, or demonstration projects.

Projects are categorized according to the particular group of exceptional children served and BEH priorities. Currently, early childhood education, career education, severe and multiple handicapped, and manpower resources are emphasized. In addition, full services projects are another category for programs not classifiable under the other four areas.

Funding Mechanisms

Ninety percent of all funded research is field initiated. For the past 2 years, Requests for Proposals (RFP's) soliciting contracts have been published in the *Commerce Business Daily*. In order to stimulate field-initiated and student research, program announcements soliciting research proposals in broad areas of interest to the agency are published in the *Federal Register*. There are also mailing lists that include all colleges and universities previously funded by the Bureau, all State departments of education, all previously successful grantees, and anyone else requesting inclusion on the mailing list.

Funding is under the auspices of the Education of the Handicapped Act, Title VI of Public Law 91-230. Eligible parties are State or local educational agencies, institutions of higher education, and other public or private educational or research agencies.

Funded programs include four research and development centers, one involved with curriculum development for mental retardation. For the past 2 years student research has also been encouraged. Awards are made to students at any level, including the post-doctoral level.

There are no priorities related to geographical or regional distribution.

Review Procedures

Contracts and field-initiated grants undergo different review procedures.

Contract proposals are reviewed initially by the Application Control Center for technical completeness. Each proposal is then forwarded to the Research Projects Branch for in-house review by a project officer. He then submits the proposal to a panel consisting of non-Government peer reviewers augmented by Government personnel with expertise in the specific areas required by the proposal. The panel judges each proposal and rates it as "highly recommended," "satisfactory," or "unsatisfactory." The evaluation is based on criteria stated in the RFP. All highly recommended or satisfactory proposals are rank ordered and forwarded with recommendations to the Bureau and the contracts and grants office. Dollar bids are then opened. If the lowest bidder also has presented the top-ranked proposal, that proposal is automatically funded. Otherwise, negotiations with the acceptable bidders begin. The number of bidders funded depends on the nature of the RFP and the amount of funding available.

Field-initiated research grant proposals are submitted to the Application Control Center, for a technical in-house review by an appropriate project officer. The proposal is then submitted to a panel that reviews all proposals, rates each one according to degree of acceptability, and rank orders all found acceptable.

Six panels meet simultaneously: One panel for each of the first four areas of agency priorities and two panels for proposals falling into the full-service category.

Student research grants are field reviewed by non-Government experts. The field reviews are mailed to the Research Projects Branch staff who make final decisions as to acceptance and level of funding.

Receipt Date

The date for submitting grant proposals is January 6. The date for submitting student research proposals is December 9. Receipt dates for contract proposals are stated in the RFP.

Contacts

Dr. Max Mueller or Dr. John Davis
Room 2010, Regional Office Building

7th and D Streets, S.W.
Washington, D.C. 20201
Telephone—202-245-9836 or 245-2275

Program Development Branch (Learning Disabilities)

The Learning Disabilities program functions under Title VI of the Education for the Handicapped Act which authorizes BEH to develop demonstration programs for children with specific learning disabilities.

Areas of Interest

The goal of the program is to develop learning disabilities demonstration centers to serve as models for the community. At present, 45 such service demonstration centers are supported throughout the country. The centers

- Provide testing and educational evaluation
- Develop and conduct model programs to meet special educational needs
- Assist appropriate educational agencies, organizations, and institutions in developing similar programs
- Disseminate information to institutions within the service area

Agency priorities are:

- Prevention and early identification of learning disabilities
- Programs for inner-city deprived children
- Programs for secondary level learning disabled children
- Programs having a multidisciplinary or interdisciplinary focus
- Programs with provisions for replication on a statewide basis

The eligible population includes children from preschool age through secondary level, although most of the programs are concerned with elementary school-aged children.

All model programs must incorporate research, training, and service components and must develop methods to evaluate the effectiveness of the project. Technical advice is available from a leadership training institute. Each program must encourage and

assist replication in its service area and must include plans for replication in the initial funding application. An equally important requirement is involvement of parents and other interested lay persons. Each model program must establish an advisory council consisting of parents, State educational personnel, consultants, and, if appropriate, students.

Eligible applicants include institutions of higher education, State and local educational agencies, and other public and private educational and research organizations.

Funding Mechanisms

Although the Education for the Handicapped Act specifies both grant and contract mechanisms, all funding at present is through contracts. Requests for Proposal (RFP's) are advertised via mailing lists, in professional journals, and in the *Commerce Business Daily*. All projects run for 2 years, but funding is for 1 year at a time. Funding for the second year is contingent on performance during the first year.

Review Procedures

Proposals received in response to the RFP are evaluated by a panel of expert reviewers according to criteria contained in the RFP. The reviewers rate and rank order all proposals according to these criteria. A similar internal review of each proposal is performed by a BEH staff member selected on the basis of expertise. Final decisions as to level of funding and number of proposals funded are made at a meeting of division branch chiefs and are based on reviewers' recommendations and amount of funds available.

Receipt Dates

Receipt dates are stated in the RFP's.

Contact

Mrs. Eloise Calkins
Room 2620, GSA Building
Bureau of Education for the Handicapped
Office of Education
Washington, D.C. 20202
Telephone—202-245-9722

DIVISION OF PERSONNEL PREPARATION

Areas of Interest

The mission of the Division is to increase the quantity and quality of teaching and special education instruction by providing funds to eligible institutions and agencies which have appropriate training programs. Institutions of higher learning and State educational agencies certifiable under State law are eligible for funds to train professionals and paraprofessionals.

The bulk of the funding goes into program assistance grants for student support, training of personnel, and cost of supplies, equipment, etc. Funding is available for students at all academic levels. However, low priority is given to undergraduate training except in cases where a program is involved in training a financially needy student population.

The amount of the stipend given to individual students is determined by the university or agency according to guidelines agreed upon by the Division of Personnel Preparation. Stipends increase with the level of study, amount of work experience of the student, and number of years on the stipend. The university or agency decides on the number of students to support and the qualifications required. All grants are made to institutions, not individuals. Service and research programs are not funded through this division, but these components may be present within a personnel training program.

The Division of Personnel Preparation maintains the following program priorities:

- Preparation of personnel to serve the severely handicapped and multiply handicapped
- Preparation of personnel for underserved populations, such as the emotionally disturbed
- Programs to retrain general education personnel to serve the handicapped. The emphasis here is on master's level programs.
- Preparation of personnel from minority groups
- Preparation of personnel to serve handicapped infants and preschool-age children
- Preparation of personnel to function in career or vocational education
- Continuation, but not expansion, of doctoral level programs, particularly in need areas

- Programs for training personnel to work in geographical areas where a personnel shortage exists

Although there is no earmarking of funds, a program will be reviewed more favorably if concerned with priority areas. Applications are evaluated according to the following criteria:

- Evidence that graduates of the program are meeting the needs of the handicapped in the region served by the program
- Ratio of staff to students and availability of community resources to enrich the program
- The extent to which present and former students, employers, parents, and other interested community groups are involved in program planning, implementation, and evaluation. There is a great deal of interest in university training programs developed through cooperative planning with State education agencies. Such programs may include field-oriented projects.
- Evaluation procedures. The application must provide techniques for program assessment and methods for the collection of quantifiable information, such as numbers of personnel trained and placed, types of positions accepted by graduates, number of handicapped children served, etc.
- Description of the roles for which students are to be prepared and a discussion of competencies required for these roles
- Content and organization of the program. Competencies to be developed, methods and procedures to be used, and instructional media to be used should be included
- Quality of the practicum facilities, particularly their scope and quality of staffing
- Amount of fiscal support the applicant can contribute to the program

Funding Mechanisms

Program assistance grants, in addition to university training programs, support in-service training performed by State education agencies.

Regular education grants are for training regular education personnel to work with handicapped children in integrated settings. They may be in-service programs or preservice programs. At present there is interest in developing innovative preservice programs, both

undergraduate and graduate, to train regular education personnel. This is considered a priority area. Such programs must be developed in conjunction with State special education and regular education agencies, and must include significant practicum experiences.

University-affiliated grants are small awards made to special educators for the purpose of developing interdisciplinary training.

Special projects are grants designed to fund programs that cannot be funded under other mechanisms, such as funding of conferences and institutes. Included in this category are: development of prototypes for new approaches to training, or innovative service delivery systems. An example of the latter would be a program for integration of deaf children, with teacher, peer, and parent training. The unique aspect of such a program would be the peer and parent training which cannot be funded under a program assistance grant.

Grants for training of paraprofessionals are given to junior or community colleges for training students enrolled for associate degrees.

Review Procedures

Three copies of the application are reviewed initially for technical and legal soundness by the Application Control Center of the Office of Education, and are then sent to an appropriate project officer. Applications are assigned to project officers on the basis of their States of origin. In the case of special project grants, however, assignments are made on the basis of the content of the proposal.

The application is then reviewed by a panel of 8 to 10 staff readers representing a wide area of expertise. A given panel will review all types of grant proposals with the exception of special project grants which are reviewed separately. An application may also be read by non-Government field reviewers chosen by the project officer on the basis of expertise called for by a particular application. The field reviewers mail their analyses to the panel. All new applications are also read by in-house educational specialists (liaison or project officers).

An on-site visit is held if the panel or the project officer considers it necessary. Usually an on-site visit is made only if a problem or some ambiguity is evident in the application.

The panel determines whether each proposal is approved or disapproved. Generally, approval indicates some level of funding. However, a panel can only recommend a general level of funding and indicate which areas of the program should receive greater or lesser amounts of money. The actual amount funded is determined later by the project officer based on the budget of the agency for

that fiscal year. When the exact dollar amount is determined, the applicant is notified and is asked to submit a revised budget based on that amount. The applicant may appeal for increased funding to the division director, upon which a second review is made within the division and eventually by the policy advisory group.

Successful applicants are notified by the Office of Education grants and contracts officer. However, before notification can be sent, Congress must be informed of projects approved and the level of funding.

All new projects are placed on 3-year cycles, with all programs within a given State on the same 3-year cycle. At the end of the 3-year period, a new application must be submitted even though the training program has not changed. The States are so divided that one-third complete their 3-year cycles each year.

At the end of each year of funding a continuation application must be submitted until the 3-year period has expired. The continuation application must contain a progress report for that year with a budget for the following year. These applications are not sent to a panel, but are reviewed by a project officer who sends it, with recommendations, directly to the division director.

Receipt Date

All applications are due on or before October 15.

Contacts

Mr. Philip Burke
Special Projects and Comprehensive Programs Branch, BEH
U.S. Office of Education
Room 2109, Regional Office Building Three
Washington, D.C. 20201
Telephone—202-245-9431

Dr. Sara Conlon
Cognitive and Affective Behaviors Branch
Room 2109, Regional Office Building Three
Telephone—202-245-2326

Mrs. Sandra Davis McClain
Telephone—202-245-9549

Mr. Edward Sontag
Telephone—202-245-2792

Mr. Herman Saettler
Receptive and Expressive Behaviors Branch
Room 2112, Regional Office Building Three
Telephone—202-245-9491

DIVISION OF ASSISTANCE TO STATES
(Aid to States Branch)

Areas of Interest

All funds administered under this program are given directly to State education agencies according to a formula based on population. The State agencies allocate these funds according to mandatory special education laws in force in all States for programs within the States.

The Federal office works directly with State education officers to help in the implementation of the State special education laws. Each State submits to the Federal office a comprehensive State plan amendment, defining goals and projects and procedures within the State. State agencies are responsible for developing criteria for evaluating local programs and determining which programs receive funding. The State agencies must submit annually to the Federal office appropriate data on programs within the State, information on how funds were allocated, and the impact of the local programs on the community. Federal and State officers make on-site visits to determine whether the States are in compliance with the Federal guidelines.

The Aid to States program is authorized under Title VI-B of the Education of the Handicapped Act. Title VI-B funds are used for training regular education teachers primarily for program development with priority directed toward the unserved child.

Funding Mechanisms

All funding is performed through formula grants.

Receipt Dates

For information contact Mr. John W. Jones or Mr. Thomas Irvin of the Bureau of Education of the Handicapped or the State director of special education. (See next item.)

Contacts

Mr. John W. Jones or Mr. Thomas Irvin
Bureau of Education of the Handicapped
Room 2015, Regional Office Building Three
U.S. Office of Education
Washington, D.C. 20201
Telephone—202-245-9405

OTHER FORMULA GRANT PROGRAMS

An amendment to Title I—the Elementary and Secondary Education Act—Public Law 89-313, is concerned with children from preschool age through grade 12 who have been identified by the State education agency as handicapped in any way. It provides aid to the States for the education of such children in State-operated and State-supported schools. This amendment is designed to stimulate the development of new programs to expand existing educational programs normally supported by other funds. These may include:

- Diagnostic services
- Guidance and counseling
- Work-study programs
- Academic instruction

Construction, remodeling, purchase of equipment, and in-service training may be included in funding, if necessary.

According to Title III of the Elementary and Secondary Education Act, at least 15 percent of the funds administered under this act by the States and 15 percent of matching funds administered by the Federal Government must be used for handicapped children. The objectives of Title III are:

- To allow local or State educational agencies to put into practice latest research findings relevant to educational opportunities for the handicapped
- To put into operation other practices thought to be of merit by local or State personnel

- To provide supplementary services such as diagnosis, counseling, in-service training, or curriculum and materials development

Contacts

Further information about Public Law 89-313 can be obtained from the State director of special education or from the contacts listed on p. 49.

Division of Media Services (Captioned Films and Telecommunications Branch)

Areas of Interest

The Captioned Films and Telecommunications Branch is concerned with the development of media for handicapped children. Funded media deal with instruction, i.e., captioned news on television, training (materials for classroom use, such as Project LIFE), and entertainment. Areas of special interest are:

- Captioned films for the deaf
- Special materials for the blind such as aural textbooks
- Materials to be used with closed-circuit TV for continuing education
- Captioned TV programs
- TV programing involving the handicapped for purposes of educating the general public.

Currently the Captioned Films and Telecommunications Branch is in the process of developing a Learning Resources System of national scope. The system is expected to assist the States in developing programs of educational appraisal, educational programs, media, materials, and educational technology. It will also act as liaison to assure that all States have access to the latest in instructional and diagnostic technology.

The Learning Resources System will consist of 13 regional resource centers and 13 area learning resource centers, which will work with State education agencies.

The regional resource centers will be concerned with testing and educational evaluation, development of educational programs, technical assistance to schools, and demonstration and dissemina-

tion of new and tested methods of appraisal and instructional procedures.

The area learning resource centers will be concerned with media, materials, and educational technology. They will provide consultation services to the States, set up workshops and conferences, and disseminate information. Three specialized offices will develop instructional materials for the hearing impaired, the blind, the mentally retarded, and those with other handicapping conditions.

In addition, there will be a fourth specialized office to act as the depository for materials and media and to provide distribution services.

Funding Mechanisms

All the funding in this Branch is carried out through the contract mechanism, either through competition in response to RFP's or through sole-source contracts in which only one contractee is involved.

Review Procedures

Responses to RFP's are received by the Captioned Films and Telecommunications Branch and are reviewed by selected individuals within the Office of Education. Each proposal is also reviewed by field readers, and is given a rating from 1 to 4. The project officer presents the readers' recommendations to the policy advisory group which makes a funding recommendation. The proposals receiving the most favorable reviews are accepted and funded; the number funded varies with the RFP. Representatives from State agencies may be involved in the review procedures, if appropriate.

Receipt Dates

Receipt dates are stated in the RFP's.

Contact

Dr. Malcolm Norwood
Room 2020, Regional Office Building Three
7th and D Streets, S.W.
Washington, D.C. 20201
Telephone—202-245-9606

OFFICE OF THE SECRETARY

OFFICE OF THE ASSISTANT SECRETARY FOR HUMAN DEVELOPMENT

OFFICE OF CHILD DEVELOPMENT, PROJECT HEAD START

Areas of Interest

According to legislation authorizing the Head Start programs, 10 percent of the appropriated funds must be used for handicapped children. Speech-, hearing-, and language-handicapped children may be included in this category. In some cases, Head Start programs collaborate with the Program Development Branch of BEH to share funding of demonstration or outreach projects.

Funding Mechanisms

Projects involving Head Start funds are reviewed and administered through the HEW regional offices. For further information, contact Dr. Coughlin (see below) or the appropriate HEW regional office.

Receipt Dates

Contact Dr. Coughlin (see below) or the appropriate HEW Regional Office.

Contact

Dr. Pamela Coughlin
Office of Child Development
P.O. Box 1182
Washington, D.C. 20013
Telephone—202-755-7518

REHABILITATION SERVICES ADMINISTRATION (RSA)

The Rehabilitation Services Administration is concerned with the rehabilitation needs of handicapped adults over the age of 18. The various programs administered by the agency are authorized by the Rehabilitation Act of 1973, Public Law 93-112, as amended. Included are:

- The Office of Deafness and Communicative Disorders which is the service component of the RSA most directly involved with communication disorders
- The Division of Manpower Development which is concerned with training of personnel to work with the handicapped
- The Division of Research and Demonstration Grants which is the research component of the Administration.

Much of the work of the Rehabilitation Services Administration is performed through the HEW regional offices. However, some programs are administered through the central offices, and others in collaboration with the regional offices.

Office of Deafness and Communicative Disorders

Areas of Interest

A primary responsibility of the Office of Deafness and Communicative Disorders is to administer formula grants to the States for the vocational rehabilitation needs of the handicapped. The formula is based primarily on population but also includes a matching provision: the State must contribute 20 percent of the total appropriation.

Each fiscal year, each State must submit to the central office an annual plan for services. This plan must include

- Provision for financial participation by the State
- Provision that an individualized written rehabilitation plan be developed for each handicapped client by the vocational rehabilitation agency and the client or his representative
- Provision for periodic review and reevaluation of individuals placed in employment situations in order to determine effectiveness of training

- Provision for input from recipients of services in the development of the State plan

The central office may approve or disapprove a State plan. If a plan is disapproved, that State will receive no funding. Any funding that is not granted to a specific State in any given year may be allocated to another State at the discretion of the central office.

Once the funding has been allotted to the State, all rehabilitation programs are administered by the State agency. The State agency divides the money among the local functioning rehabilitation agencies which, in turn, determine which individuals are eligible to receive aid.

Vocational rehabilitation services include

- Evaluation of rehabilitation potential
- Counseling, referral, and placement service for handicapped individuals
- Vocational and other training
- Physical and mental restoration services, including corrective surgery or therapeutic treatment, prosthetic devices, such as hearing aids
- Maintenance during rehabilitation
- Interpreter services for deaf individuals
- Transportation in connection with rehabilitation services
- Telecommunications, sensory, and other technological aids and devices
- Construction or establishment of nonprofit facilities and services related to the vocational rehabilitation of large groups

In addition to the formula grant program, the Office of Deafness and Communicative Disorders provides for the full development of projects, programs, and services for individuals who suffer from deafness and communicative disorders. Project grant applications are reviewed, as assigned, in accordance with agency guidelines, evaluative criteria, and central-regional office responsibilities.

Leadership for achievement of agency mission is assumed as assigned by the Commissioner on the basis of the Office's special expertise. The Office provides leadership and consultation to regional offices, State agencies, and other grantees in the development and expansion of rehabilitation programs and services for

those persons suffering from deafness and communicative disorders. Liaison and consultation maintained with national organizations of and for the deaf and with the deaf community nationwide provide a focal point for increasing leadership and advocacy for the Nation's deaf and those suffering from communicative disorders.

Along with the Office of Rehabilitation Research and Demonstration, the Office of Deafness and Communicative Disorders is empowered to establish and operate a National Center for Deaf-Blind Youths and Adults to:

- Demonstrate methods of rehabilitation
- Train professional and allied personnel
- Conduct research in rehabilitation methods
- Engage in public relations activities to increase public understanding of the needs and problems of the deaf-blind
- Render technical assistance directly, or by grant or contract, to the States for their internal programs
- Disseminate information relating to vocational rehabilitation
- Promote the cause of the handicapped in the world of employment

Funding Mechanisms

The work of the Office of Deafness and Communicative Disorders is performed primarily through the grant mechanism. The Office administers formula grants to the States and also special grants.

Proposals for special projects and demonstration centers are reviewed in the appropriate regional office, as well as in the central office. In addition, the affected States must approve all projects.

The Office of Deafness and Communicative Disorders is empowered to fund and administer special projects. These include:

- Grants and contracts for construction and initial staffing of rehabilitation facilities. The Federal Government and the States each contribute to approved projects in such a manner that the Federal share is reduced each year until the State assumes the full cost of maintenance.
- Grants to States and nonprofit organizations to pay up to 90 percent of the cost of special projects for providing vocational training services. Service to the most severely impaired

individuals not presently being served and training, oriented toward career advancement for those individuals who have not reached maximum career potential, are the highest priorities.

- Grants for special projects and demonstration programs which involve new patterns of service or new devices for underserved populations. There is an interest in regional programs to serve the needs of several States.

Review Procedures

All federally administered projects are reviewed by in-house reviewers. Recommendations for approval of proposals and level of funding are made by a committee which is comprised of a State representative, a representative from the appropriate regional office, the director of the Office of Deafness and Communicative Disorders, and one person employed by the Rehabilitation Services Administration.

Receipt Dates

For information, contact Dr. Boyce Williams (see below).

Contact

Dr. Boyce Williams
Rehabilitation Services Administration
Room 3416, Switzer Building
330 C Street, S.W.
Washington, D.C. 20201
Telephone 202-245-0591

Division of Manpower Development

Areas of Interest

The Rehabilitation Act of 1973 authorizes grants and contracts for training of rehabilitation personnel, including speech pathologists, audiologists, and deafness rehabilitation specialists, to work with physically and mentally disabled adults. Factors considered in evaluation of applications include:

- Relevance of the purpose of the training project to the objectives of the public rehabilitation program and the Rehabilitation Act of 1973

- Financial and other resources of the applicant for accomplishing the objectives of the training project.
- Existence of a working relationship with the State vocational rehabilitation agency and other agencies providing vocational rehabilitation services
- Evidence of discussion of the application with the appropriate State vocational rehabilitation agency
- Designation of a project director qualified in his field and who indicates primary interest in rehabilitation of adults, especially those with severe handicaps
- Extent to which other training programs in the same field are available in the State or the region
- Extent to which the training project holds promise of increasing the supply of rehabilitation personnel
- Utilization, for clinical, field, or instructional experiences, of a rehabilitation setting
- Evidence that the supervised clinical practice will be educationally focused and that standards to assure the competence of those staff persons supervising trainees have been established and will be maintained by the training institution
- Evidence that the academic training program in which the project activities will be conducted is accredited by the American Speech and Hearing Association and that the program has an identifiable rehabilitation component.

Funding Mechanisms and Review Procedures

The grant mechanism is used principally and contracts are seldom solicited.

Under the Rehabilitation Act of 1973, long- and short-term training grants may be made available. Long-term training grants include: *teaching grants* which defray part of the costs of instruction and related services, and *traineeship grants* which provide financial assistance to students selected for rehabilitation traineeships by the funded educational institution. Long-term grants are given to educational institutions on an annual basis. At present, a large percentage of training funds is expended on traineeships.

Traineeships are awarded for not less than one full academic unit of training—a quarter or trimester, a semester or an academic

year—and not to exceed 4 years. Traineeships in the field of speech pathology and audiology are awarded to post-baccalaureate students only. Recipients of these traineeships must demonstrate an interest in and commitment to rehabilitation of the communicatively disabled adults.

Preference for award of rehabilitation traineeships is given to handicapped or needy students, to the extent possible.

New and competing extension long-term training grant applications are the responsibility of the central office, and grants are made by this office in cooperation with the regional offices of the Rehabilitation Services Administration and the advice of peer advisory groups. Following issuance of the grant award, the regional offices assume responsibility for monitoring the grant-supported activity. Although grants are awarded for a period of 5 years, funds are released on an annual basis. Continuation applications must be submitted at the end of each year, and must include an annual report. Regional offices assume responsibility for review and support of continuation grant applications. Such responsibility is carried on within the policies and procedures set forth by the central office.

Short-term training grants are made to institutions and to other nonprofit agencies and organizations for support of training and instruction in technical matters relating to vocational rehabilitation services when such training and instruction can be offered in institutes, workshops, seminars and other training courses of short duration and on a nonrecurrent basis. Short-term training activities may not exceed 1 year.

Stipends, instructional costs, and related service costs may be included in short-term training grant applications.

Short-term training grant applications of *regional scope* are reviewed, funded, monitored, and administered by the regional offices; *short-term grant* applications which reflect national training needs in rehabilitation, hence of *national scope*, are reviewed, funded, monitored, and administered by the central office. All short-term activities must be in line with the objectives of the Rehabilitation Services Administration, and must reflect the priorities of the agency. Applications for short-term grants are reviewed by in-house committees in both regional and central offices.

Under an *experimental and innovative rehabilitation training program*, teaching grants and traineeships may be awarded to institutions and other public or private nonprofit agencies for support of time-limited, pilot projects by which new knowledge and skills in the training of rehabilitation personnel may be gained, or new types of manpower developed to meet the challenges of the changing vocational rehabilitation delivery system.

The overall objective of experimental or innovative training projects is to demonstrate the feasibility of application of special rehabilitation training models in the rehabilitation services delivery system

- To develop unique and innovative training models
- To examine unexplored areas of training
- To develop new training models focusing on administration, curriculum development and preparation, and utilization of personnel with varying degrees of education, experience, and competencies.

Experimental and innovative rehabilitation training projects are considered as projects of national scope and are, therefore, administered by the central office.

Receipt Dates

Applications should be submitted in accord with the prescribed time schedule contained in the application kit.

Contacts

Mr. Harold F. Shay, Director
Division of Manpower Development
Rehabilitation Services Administration
Room 3321, Switzer Building
330 C St., S.W.
Washington, D.C. 20201
Telephone—202-245-0079

Dr. Jamil I. Toubbeh
Audiology and Speech Pathology
Division of Manpower Development
Rehabilitation Services Administration
Room 3321, Switzer Building
Washington, D.C. 20201
Telephone—202-245-0087

Psychosocial and Vocational Research Branch (Office of Rehabilitation Research and Demonstration, RSA)

Areas of Interest

Under the Rehabilitation Act of 1973, the Office of Rehabilitation Research and Demonstration is empowered through grants and contracts to foster research projects and demonstrations which have direct bearing on developments of methods, procedures, and devices to assist in vocational rehabilitation. As with other divisions of the Rehabilitative Services Administration, top priority is given to the severely handicapped. Research activities may include:

- Investigations into the nature of the disability
- Methods of analysis of disability and restorative techniques
- Special problems of the homebound and institutionalized individuals
- Investigation of architectural and engineering innovations to help the handicapped

Of particular interest to the Office is the development of rehabilitation research and training centers to be operated in collaboration with institutions of higher education. Twenty such centers are presently in operation. Grants have also been made for the exchange of experts in the field of rehabilitation and for research demonstration centers in other countries for the purpose of sharing new knowledge.

At present the majority of the funding of the Office is for proposals received in response to specific RFP's rather than for unsolicited research. Emphasis is on research and demonstration projects to improve delivery of services to the severely handicapped.

Areas of interest include vision, speech, and hearing, as well as deafness. No priorities exist among these areas, but a significant number of funded projects are on deafness; relatively few are on speech pathology.

Although some basic research is funded through the research and demonstration centers, the emphasis in the Office of Rehabilitation Research and Demonstration is on applied research. One of the criteria used during review of proposals is applicability.

Along with the Office of Deafness and Communicative Disorders, the Office is empowered to provide funds for the development and operation of a national center for deaf-blind youths and adults. One

of the functions of a national center is to demonstrate new techniques and conduct research related to rehabilitation.

Funding Mechanisms

The primary funding mechanism is the grant awarded in response to RFP's (Request for Proposal). Contracts are used for specific areas needing investigation, and to fund worthy institutions not eligible for grants, such as *profitmaking organizations.*

Review Procedures

Applications in response to RFP's are received by the executive secretary and reviewed by in-house reviewers and independent field readers. Final decisions for approval and level of funding are made by the reviewers' consensus, based on the scientific merit of the proposal and on financial considerations. If consensus cannot be obtained, additional reviewers read the proposal. All approved projects are ranked on the basis of their relevance to the total rehabilitation program of the agency. Top priority is given to projects that are broadest in scope and show most direct applicability to rehabilitation at the time they are proposed. The number of projects funded and the level of funding are, of course, related to the amount of money available.

Projects are funded for 1 year at a time with an annual report required for subsequent funding. During the first year, on-site visits are made. On-site visits may be made prior to funding, but they are not carried out routinely.

Receipt Dates

Receipt dates for applications are stated in the RFP's.

Contact

Dr. L. Deno Reed
HEW South, Switzer Building
330 C Street, S.W.
Washington, D.C. 20201
Telephone—202-245-0796

Division of Developmental Disabilities

Areas of Interest

The Developmental Disabilities Office funds its programs under the Developmentally Disabled Assistance and Bill of Rights Act, Public Law 94-103. Under the provisions of this Act, developmental disability is defined as a disability attributable to mental retardation, cerebral palsy, epilepsy, autism or any other condition resulting in similar malfunctioning or requiring similar treatment. Problems resulting from dyslexia are included within the definition. The disability must have originated before age 18, must be of such a nature that it will continue indefinitely, and must constitute a substantial handicap to the person's ability to function normally in society.

Developmental disabilities funding is limited, however, to individuals not served by other Federal programs.

Title II of the Bill of Rights Act establishes and protects the rights of persons with developmental disabilities to appropriate treatment services and habilitation. All programs receiving funding must meet certain Federal-State standards. Such standards include demonstration of individualized habilitation plans jointly developed by the program representative, the client, and the parent or parent surrogate. Individualized habilitation plans are subject to annual review.

Funding Mechanisms

There are three aspects to the Developmental Disabilities Program: Formula grants to the States, grants for special projects, and grants for university-affiliated facilities.

Formula grants are made to the States for planning, administration, construction of facilities, and services to the target population. States are encouraged to consolidate and integrate funds and resources in order to provide comprehensive, diversified programs. Each State must contribute its own allotment of money for the program; the Federal effort supplements State and local effort. The formula for allotments to States includes factors of population, the extent of need for services for persons with developmental disabilities, and the financial need. The Federal share may be higher in poverty areas.

Formula grant money may be used for:

- Planning
- Administration
- Delivery of services including diagnosis, treatment, personal care, day care, domiciliary care, training, education, sheltered employment, recreation, counseling, protective and sociolegal services, followup, and transportation
- Limited construction of facilities and essential equipment

Each State is required to submit to the Federal Government a plan which must be developed according to guidelines established by the Division of Developmental Disabilities. Federal representatives at the regional office assist the States in developing their plans. There is also a Developmental Disabilities Technical Assistance Program operating at the University of North Carolina which can provide technical assistance and consultation to the States on a contract basis. A guideline of special interest stipulates that not less than 10 percent of a State's allotment be used to eliminate inappropriate placement in institutions. The fiscal requirement will be increased to not less than 30 percent in succeeding years.

Federal allocations can be withheld if the State plan is inadequate or if State matching funds are not available. An unused allocation may be transferred for use in another State, if needed.

The Act provides the authority to allocate grants to public and nonprofit entities for support of special projects such as:

- Programs which hold promise of expanding or improving services
- Public awareness and public education programs
- Coordination and use of all available resources
- Demonstrations of services to the disadvantaged
- Technical assistance
- Training of specialized personnel
- Developing or demonstrating new or improved techniques for the provision of services
- Gathering and disseminating information relating to developmental disabilities
- Improving the quality of services provided in programs and the administration of such programs

The Division of Developmental Disabilities encourages joint projects with other agencies such as the Bureau of Education for the Handicapped or Maternal and Child Health.

A third aspect of the program is concerned with grants for university-affiliated facilities. Appropriations are authorized for meeting the costs of administering and operating demonstration facilities and interdisciplinary training programs. Construction grants are authorized for costs of renovation and modernization.

Review Procedures

A State planning and advisory council reviews the State plan for formula grant allotments annually. It must submit appropriate revisions and modifications to the Federal agency. The council is comprised of representatives of each of the major State, local, and nongovernmental agencies involved in developmental disabilities programing and also representatives of recipients of services. The regional offices also review the initial and annually updated State plans. In addition, there is a National Advisory Council appointed by the Secretary which includes representatives from State or local governments, institutions of higher education, and organizations representing recipients of services, and nine ex-officio Federal Government members. The National Advisory Council evaluates and monitors the effectiveness of State programs, reviews special project grants, and submits an annual evaluation to Congress.

Some of the special projects are funded and administered by the central office with the advice and assistance of the National Advisory Council, and others by the regional offices. The central office handles those which have national implications while those narrower in scope are handled by the regional offices. Although the central office develops and distributes guidelines to the regional offices stating priority areas, the regional offices have a great deal of autonomy in the allocation of funds. Final approval of a demonstration project lies with the regional director but the State advisory councils must also give approval. The review procedure consists of evaluation of proposals by in-house readers, sometimes supplemented by field readers and representatives of other concerned Federal agencies.

Projects directly funded by the central office are reviewed by the Division of Developmental Disabilities with input from appropriate regional offices. The review committee consists of heads of agencies concerned with the proposed program, plus some independent reviewers.

Proposals for university-affiliated programs are reviewed, funded, and administered through the regional offices.

Receipt Dates

For information about receipt date, contact Mr. Francis X. Lynch. (See below.)

Contact

Mr. Francis X. Lynch
Director, Division of Developmental Disabilities
Room 3070, Switzer Building
330 C Street, S.W.
Washington, D.C. 20201
Telephone—202-245-0335

66

DISCRIMINATION PROHIBITED—Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, sex, age, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the National Institute of Child Health and Human Development, NIH, PHS, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.